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ABSTRACT

The manual is a descriptive survey of the currently operational aspects of the community development work carried on by St. Clair College of Applied Arts and Technology in Windsor, Ontario. Separate chapters are devoted to each function within the program: the Vocational College Preparatory Programs; the Corrections Program for instruction of inmates in the local jail and in the federal penitentiaries; the Walk-In Centre, a referral agency and community service; the Twin Valleys School for the habilitation of young people involved with drugs and/or who have experienced socio-psychological problems; an employment preparation program for individuals who have had difficulty securing and maintaining employment; and a number of outreach services. Additional information is included on community development, beginnings of the project, and program planning and evaluation. A selected bibliography is appended. (Author)

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The St. Clair College of Applied Arts and Technology

HUMANISTIC EDUCATION THROUGH COMMUNITY DEVELOPMENT

Eleventh Annual Conference of the
Commission on Adult Basic Education
of the
Adult Education Association
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CHAPTER I

COMMUNITY DEVELOPMENT

Early in 1971, the Student Services Division of St. Clair College embarked on a radical departure from the traditional functions of a post-secondary educational institution.[1] Recognizing unfilled needs within the larger community of Essex and Kent counties, and assuming responsibility for catering to these needs within the educational framework, the College embarked on a project of community development which has been steadily expanding.

The concept of community development is very young and subject to various interpretations. It is instructive to quote E.R. McEwen's Community Development Services for Canadian Indian and Metis Communities (IEA, 1968):

> "THE MEANING OF COMMUNITY DEVELOPMENT
>
> Community Development has never been adequately defined in Canada. Canadian writers and community development workers have tended to interpret the process to suit their own professional background and personal philosophy. Social workers, for example, see community development as social work with a "grass roots" emphasis--adult educators as an education process--community planners (architects, engineers) place the accent on the physical--and economists stress the initiation of industrial development."

The following quotations and comments shed some light on the meaning of community development:

> ERNEST GRIGG, CHIEF, COMMUNITY DEVELOPMENT DIVISION, U.N.
>
> 1970
>
> "In the United Nations the term community development has come into international usage to connote the process by which the efforts of the people themselves are united with those of the government to improve the economic, social and cultural conditions of communities, to integrate these communities in the life of the nation, and to enable them to contribute fully to national progress."

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[1] The following is a revised and expanded version of a paper under the same title, presented to the Michigan Personnel and Guidance Association, Wayne State University, October 28, 1972.

ARTHUR DUNHAM

"It is organized to improve local life through citizen participation in self-direction and participation. It seeks to serve some concept of total community, not just some specialized interest such as schools, housing, city planning, health, social welfare or industry.

It seeks to serve the interests of all the people in a local area, not just some one faction.

It seeks to include participation of all people and all factions in search for community betterment.

It continues over a substantial period of time, utilizing an on-going process of citizen growth through participation."[2]

WILLIAM W. BIDDLE

"Community development is a social methodology which has come to prominence (became a fad in the hands of some people who do not understand it) since the end of the last war. It stresses the encouragement of initiative in people to help themselves, utilizing the cooperation of many professional people, agencies, and resources. Two kinds of skill are necessary:

- an encourager, to urge people (even apathetic ones) to learn how to discover their own initiative.

- In agencies, to restrain themselves from helping people until their aid will strengthen people's responsibility to contribute to their own problem solving."[3]

FRED WALE AND CARMAN ISALES

"Community development is an educational process. It is this first, last and all the time--all else is secondary to it and must take its place as a reflection, not as the end result. Community development is not better roads, better beehives, pure water nor sanitary privies. It is something of the spirit, not something material. It must reach into the deep cultural patterns of people, examining them and testing them as principles of faith. It is not a temporary, physical construction. It is a building within the hearts and minds of men, not a recreation centre in the middle of a playfield. It is these things, because without them, it matters relatively little whether the road is paved or not, whether you go to the woods or to

---

2 Dunham: A Working Paper For A Workshop On Community Development At Brandeis University, April, 1962.

3 Biddle: Community Development Bulletin, Institute of Strategic Studies, January, 1964, Vol. No. 1.

FRED WALE AND CARMAN ISALES - CONTINUED

the sanitary privy, whether economically you and your community are materially blessed. It is these things, because with them, all physical solutions follow and in their proper order."[4]

Jean H. Lagasse, who was the founder of community development with Indian people in Canada, states that community development rests on four basic premises:

a) "All persons or groups, no matter how unambitious they may appear on first encounter, have a strong desire to better their condition."

b) "If they have not been able to noticeably improve their condition, it is because the difficulties which they would have to overcome to achieve this, are bigger than the skills and resources at their disposal."

c) "All persons or groups will take advantage of opportunities of improving their condition once it becomes evident to them that the skills and resources at their disposal are sufficient to enable them to improve their lot and they are allowed to do so on their own terms."

d) "In order to create conditions conducive to "c" above, it is often necessary to influence several spheres of personal and community activities at once. Lack of change in one sphere could prevent changes from occurring elsewhere."

Likewise, once a change has occurred in one sphere, changes in other spheres may be required."

e) "Community development, as a process, refers to the sequences or phases through which a community (or its segments) go as they move from one condition to the next. The emphasis of community development seen as a process is upon what happens to people physically, socially and psychologically."[5]

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[4] Wale-Isales: pamphlet - "The Meaning of Community Development, 1967", Department of Education, Puerto Rico.

[5] Lagasse: paper, "Community Development as a Way of Life, 1962."

CATEGORIES

In the Canadian scene, community development workers in terms of their goals would appear to fall into one of three categories:

Category "A" (Traditionalist)

Community development workers in this group view community development as the complete realization of a community (could mean local, provincial or national community). They believe that the goal is to ensure that all citizens' material needs are satisfied--i.e. food, clothing and shelter, etc. Success for this approach is measured in terms of one's productivity. The good citizen is one who has produced and/or acquired more than he can use--a good home, two cars and summer cottage, are distinct marks of success.

These community development workers believe that a good education is needed to ensure productivity. Further, that the resources need to be developed to ensure opportunity for progress. They also see the need for housing, health and other material things to ensure effective operation of people in society.

The workers in this category tend to be project oriented. They move toward creation of industry, employment opportunities, etc. They do not question the goals of present society, nor do they see any difficulty with the present order of things.

Category "B" (Individual Humanists)

Community development workers in this category, believe that human growth and development is the main concern, where each person is viewed as a bundle of powers and possibilities. The object of this community development approach is to help individuals realize their potential as human beings. Workers in this category strongly maintain that the various structures, administrative systems, etc., need to be changed to respond to true desires and aspirations of the people. They believe that the "status quo" needs, in many instances, should be challenged and forced to give way to common desires of "the people".

These workers recognize the need for education, not so much for economic value, but what it does for growth and development of individuals. Similarly, good housing, sound health, etc., are necessary to ensure human dignity and fulfillment.

Category "C" (Pragmatist)

> Community development workers in this category, are less extreme. They tend to sympathize with their colleagues in Category "B", but believe that more progress can be made by following an intermediary course. They try to be practical in the situation. They recognize the strengths of both Category "A" and Category "B", as well as the dynamics of the situation and employ their skills in stimulating progressive action toward personal and community growth. These workers believe that social change is a disciplined process during the course of which it may be necessary to vigorously challenge prevailing attitudes, social goals and administrative procedures.

We believe that we followed the last alternative. Faced with a physical, intellectual and moral universe so vastly transformed that yesterday's interpretations and means are no longer applicable, we sought a novel approach through the facilities available within the system.

But even within this range, various interpretations have been made in Ontario community colleges. The Ontario Seminar on Community Development, Humber College, November, 1972, agreed that "community development is the process of facilitation in solving problems as identified by the community itself."

To this end, Algonquin College initiated a demonstration project which aimed to:

1. Demonstrate how the resources of a community college may be utilized in the development of its community.

2. To develop the self-awareness of communities through:
   a) Developing community awareness through community self-study projects.
   b) Developing community leadership skills.
   c) Linking developmental forces in the community.
   d) Enabling development through consultation.
   e) Mobilizing resources through development.

3. To use community development methods for the provisions of otherwise unavailable educational experiences for students and faculty.

4. To explore the implications for continuing this role of a community college with particular emphasis on financial support.

5. To evaluate, report and share the experiences and findings in such a way that other institutions, and in particular other community colleges, may be influenced in this direction.[6]

This approach is primarily passive and presupposes the community, or constituents, to have many highly developed skills. The community or constituency must recognize a need, articulate it first in their terms of reference, then translate it into jargon understood by a community college. Further, it requires organization to the point where representatives would request intervention by the community college.

But this in itself is usually a giant step. The constituency must spontaneously produce a leader, who in turn, must seek the sustained aid of the community college. A number of factors mitigate against this process: The culture of the disenfranchised is not conducive to the cohesion which would produce visible and acknowledged spokesmen. Nor is the Ontario community college seen as an agent of social change - even though this goal was apparently a thrust of the original college planning documents submitted by the then Minister of Education, The Honourable Wm. Davis, in 1965. Even if some overt offers were made along these lines, the college will initially be regarded as a bastion of the establishment and, therefore, suspect by the disenfranchised.

For these reasons, we felt it important to actively stimulate change through the Outreach Services arm of our program.

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[6] A. Stinson and A. Clarke, Final Report on the Demonstration Project in Community Development, Ottawa, 1971.

It should be noted that we also deviated from the model of community development described by Donna Campbell of Centennial College:

> "Community development is a process of social action in which the people of a community organize themselves for planning and action, define their common and individual needs and problems, make group and individual plans with a maximum reliance upon community resources, and supplement these resources when necessary with services from governmental and nongovernmental agencies, outside the community.
>
> Certainly, community development and community education will become synonymous at many points in time as a community group requires educational services to meet their defined objectives."[7]

Again, this process is passive, but it also builds ethnocentric reaction needs through a paternalistic approach. It would appear to work for constituencies such as church groups, political bodies and ratepayers associations - but these groups already have highly developed coping skills; only another problem solving skill would be added to their arsenal. One wonders what success would accrue to migrant workers, newly arrived immigrants, welfare families, former drug abusers, ex-institutionalized inmates and similar groups.

In this context, it may be of value to share some of the experiences of St. Clair College in Windsor, Ontario.

Our concern was to aid the disenfranchised adult in the community, without doctrinal pre-conceptions as to means or limitations. We saw poverty as a basic problem:

> "Physical destitution creates and maintains moral and intellectual destitution. Men living on the margin of subsistence, are also living on the margin of the human." (P. Lengrand)

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7 Donna Campbell, Community Development Proposal, Toronto, 1972

We have tried to animate the community through its constituent parts - the individual in need of a humanized, productive self-actualization - by utilizing all the resources we could mobilize.

We have also encouraged the development of indigent organizations along any pattern consistent with the constituent's folkways, mores and culture. We welcome the challenge of helping those constituents to self-actualize their concerns through machinery that best suits their needs.

CHAPTER II

THE ASSUMPTIONS

An action research opportunity[1] came on March 16, 1972, when Prime Minister Pierre Trudeau announced the introduction of an Opportunities for Youth program designed to sponsor employment projects devised by community organizations and funded with 15 million dollars.

Coincident with this announcement, St. Clair College formalized Community Guidance Services, founded upon several key premises. Underpinning everything was the reaffirmation that our College's responsibilties crosscut Essex and Kent Counties. We specifically articulated that our boundaries ended not at the periphery of the physcial campuses, but that the extension must blanket total geographical, social, economic, ethnic and racial factors. Following this concept through, it became apparent, sheerly on the basis of isolation, that information and critical service demands were not being, and logistically could not be, met within the College's present framework. To resolve this concern, we could have set up several store-front offices; however, we opted for a mobile unit in the form of a 27' motor home.

Overlaying the College's frame of reference, it became quite clear that other government departments had identical or similar interests, but might work from different frames of reference. We posited that some of these departments would welcome the opportunity to participate in promulgating an umbrella or synergistic group approach to problem solving.

[1]From L. Sellon and G. Lewis, Operation Outreach Survey Report, Vol. I.

On approaching the Windsor Canada Manpower Centre with these ideas, developmental plans for outreach concepts were drawn up and a few key projects implemented. These included work with other government departments such as the Ontario Department of Labour and agencies and organizations such as St. Leonard's House - a half-way house for released convicts; Crossroads Human Growth Community - a drug farm rehabilitation centre; and groups such as the Windsor West Indian Association.

We adopted several community development functions as defined by Gunder A. Myran in Community Services for the Community College,[1] as an integral part of our program.

1. Community Analysis Function - Collecting and analyzing significant data which reflect existing and emerging needs of the community, and which can serve as a basis for developing the community service program of the college; e.g., analyzing census tracts, analyzing manpower data, conducting problem oriented studies, identifying roles and goals or organizations, etc.

2. Inter-agency Cooperation Function - Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs; e.g., calendar coordination, information exchange, joint committee work, etc.

3. Advisory Liaison Function - Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned; e.g., community services advisory council, ad hoc advisory committee, etc.

4. Public Forum Function - Developing activities designed to stimulate interest and understanding of local, national, and world problems; e.g., public affairs pamphlets, "town" meetings, TV symposiums, etc.

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[1] G.A. Myran, Community Services in the Community College, Washington, 1969.

5. Civic Action Function - Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community to deal with major problems confronting the community; e.g., community chest drives, air pollution, community self-studies, urban beautification, etc.

6. Staff Consultation Function - Identifying, developing, and making available the consulting skills of the faculty in community development activities; e.g., consulting with small businesses, advising on instructional materials, designing community studies, instructing in group leadership, laboratory testing, etc.

CHAPTER III

THE BEGINNINGS

Accordingly, in May, 1971, a request was submitted to Mr. E.B. Sexsmith, of the Federal Secretary of State Office in London, for a grant of $6,550.00 to fund Operation Outreach, which was "to reach and provide information for the disadvantaged, isolated, deprived and handicapped because of social structure, age, sex or culture." To this end the project was to employ five students of St. Clair College for the summer of 1971. The team was to provide:

1. A curriculum and instruction in vocational and educational counselling.
2. Establish liaison between local industries and the College.
3. Supply admission information to prospective College students.
4. Facilitate the work of service and cultural organizations.

Early in planning priorities it became clear that an integral part of the project would deal with industrial liaison. With the assistance of the Canada Manpower Centre and the Ontario Department of Labour, this section was expanded and a survey questionnaire was drawn up. This eventually proved to be one of the stronger tools utilized by the group.

Geographical coverage was fairly comprehensive, involving Amherstburg, Blenheim, Chatham, Dresden, Essex, Harrow, Kingsville, Leamington, Ridgetown, Thamesville, Tilbury, Wallaceburg, Wheatley, Moraviantown and Windsor.

The Outreach Services mobile unit was utilized effectively, especially where there were large crowds, i.e., sidewalk days, festivals, etc. For smaller groups, the interior had to be kept flexible and appropriately equipped. Working with groups - especially minorities - became not only the worrisome part of

the project but, indeed, its Achilles' heel - because of the nebulous organization that non-defined groups appear to have. Specifically, some groups had visible and institutionalized leaders which may, in fact, not have been the true leaders. Some groups were informal and would be visible only at such functions as ball games, funerals, picnics, or some similar occasion which might bring them together. Some groups may not have a consistent meeting place - perhaps regular meetings are not the norm of the groups. Some are organized only to meet a current need or impending threat, and are quickly disbanded after the crisis is dissipated, or may take on other functions that would not be implied by the orginal purpose or name.

Compounding these difficulties was suspicion of an outsider snooping into the group's objectives, aims, rationale, and membership. If these criteria were not formalized one could feel threatened and embarrassed by being unable to answer the interviewer's probes.

The College's Adult Training Program utilizes a battery including the Differential Aptitude Tests (DAT), Purdue Non-Verbal, Brainard Occupational Preference Inventory, Gates-MacGinitie Reading Test, Canadian Mathematics Achievement Test (CMAT), Canadian Achievement Test, Technical and Commercial Mathematics (CATTCM), Henmon-Nelson Test of Mental Ability, Rotter - I.E. Inventory. These results are further strengthened through the General Aptitude Test Battery (GATB) which can only be administered by Canada Manpower Centres. We endeavoured to put together relevant sections of all these tests and give them in the vehicle. Special stacking chairs with a large folding arm area were ordered and the GATB was administered

in the vehicle by Canada Manpower Centre and College testing staff. Unfortunately, the vehicle proved unsuitable for this use. As the project went on it was felt that it would be unwise to remove the vehicle from field work to redesign and build in specialized equipment.

Consequently, potential service users were referred to Windsor, Wallaceburg, Chatham and Leamington for the GATB, and to the College's drop-in testing and counselling centre at Windsor for the DAT and sister tests.

Where applicable, invitations were issued to utilize not only existing college material, but to request services and materials that would meet perceived individual group needs. At Moraviantown, a Delaware settlement near Chatham, it was felt our tests may not in fact be culture free or culture fair. Jack Byng of the Windsor Board of Education was hired by the College for several weeks during the summer and integrated alternative tests into our test matrix. Specifically, the Domino-48 and Raven's Progressive Matrices, along with Canada Manpower Centre's Non-Verbal G. Factor, and the Purdue Non-Verbal gave additional insights.

An Opportunities for Youth Program would seem to be a viable way of accomplishing much that our society is demanding. One of the main benefits could be a greater sense of involvement in decision and policy making and their implementation. But, there were also problems.

A great deal of difficulty was encountered in attempting to work with minority groups. It would appear that there is generally very little, if any liaison or communication between Windsor groups and those in the counties. Some groups which appear in organized

form in Windsor, e.g., Women's Liberation, do not exist in the communities studied.

A good example of an unconventional group of this area are the Caldwell Indians, a branch of the Potawatomi Indians, an indigenous people of Essex and Kent Counties now scattered in this general area, with many living in Detroit and a few as far away as Chicago. In Detroit we talked with the "recognized" chief, Mr. Carl Johnson, elected in 1964, about the situation regarding his people. Many problems face these people in dealing with the Indian Affairs Branch of the Federal Government of Canada. First, the I.A.B. recognizes only 75 persons as being Caldwell Indians, while the Indians themselves recognize approximately 250 Caldwell people. Second, the leader of the people, Mr. George Appleton, who now lives in Dearborn, is not recognized as being Chief by the I.A.B., as he is not recognized as being a Caldwell Indian by them. Third, these people feel they have some claim against the Government of Canada for Pelee Island, Point Pelee and Rondeau Park.

When you consider these problems, as well as that of being a people without land, you conceive the magnitude of the problems facing these people as they try to organize and stay together.

The problem of communication and logistics is only too apparent. It should be noted that the farming community,and to a great extent agro-industry,were purposely avoided in this study. The rural population plays such a significant role in Essex and Kent counties, that it demands a separate study.

Employers expressed the feeling that if education is supposed to prepare the student for employment, education should be an extension of work and not a separate entity. It was felt that work experience should be a compulsory part of the education

experience, that students be compelled to participate in an on-the-job experience as part of their training. Not only would this afford the student an opportunity to accustom himself to the atmosphere of the shop and the expectations of employers, but it would also allow him to get his "foot in the door" when it comes to hiring.

The concept of multi-functionalism as it applies to employment in small business cannot be stressed enough. The same person who sweeps the sidewalk and washes the windows also decides on cost-price margins, merchandise, bookkeeping procedures and capital expenditures, and it is only through this multifunctional approach that students can be made attractive to small business operators.

Antique dealers, as an example, stated that persons they employ, or persons wishing to go into the antique business for themselves, must have a multifunctional background. They must have a background in bookkeeping and sales, interior design, antique glass, china and furniture.

Even large operations, like Union Gas of Chatham, demand a person who is not only versed in general technology, but who also has the ability to sell. In order to find such employees, Union Gas interviews an average of fifty applicants (General Technology graduates) for every one they hire.

Dissemination of information and competition in the education and employment markets demand that the college take its message to the community through imaginative use of the information media and participation in community activities.

Many employers, and from this it can be surmised, residents of the towns in Essex and Kent counties, were unaware of St. Clair College programs.

Recapitulating, we felt the project was successful in researching the education and employment needs of a large segment of the business community of Kent and Essex counties. Unfortunately, we were not able to become as involved with the various ethnic groups or the farming community. Our difficulties in this area made the lack of established lines of communication and the related problems only more apparent, and these areas require studies in themselves.[1]

[1]Abbreviated from L. Sellon and G. Lewis, Operation Outreach Survey Report Vol. 1.

CHAPTER IV

THE VOCATIONAL PREPARATORY PROGRAM

During 1971, negotiation proceeded to coordinate the facilities and concerns of St. Clair College, Canada Manpower Centre, and the Ontario Department of Labour, based on Gunder A. Myran's conception of Community Services which we discussed above.

In November, 1971, the Board of Governors of St. Clair College authorized the establishment of a pilot project to be known as the Off-Campus College Preparatory Program, which would involve 100 students being offered academic and life skills upgrading under the auspices of Community Guidance Services. This project was to serve socially disadvantaged members of the community through an educational program. Financial support was secured from the Ministry of Colleges and Universities.

The short term aim was to enroll 100 individuals who were not served by, or did not qualify under, existing educational or training programs. Furthermore, in order to be accepted, the student had to be serviced by a recognized community agency on a continuing basis and had to be referred by that agency.

Within two days, some 300 applications were received. From these, 116 students were selected with the following distribution:

12 students referred by:	The Black Heritage Club
7 students referred by:	Children's Aid Society
23 students referred by:	Crossroads Human Growth Community Inc. (ex-drug users)
13 students referred by:	The East Windsor Citizen's Committee Action Centre
3 students referred by:	New Beginnings (Juvenile ex-offenders)
4 students referred by:	St. Leonard's House (ex-prisoners)
5 students referred by:	The Inn of Windsor (Rehabilitation home for young women)
9 students referred by:	The Windsor West Indian Association
40 students referred by:	Canada Manpower Centre

Current estimates are that in excess of 4500 individuals in the two counties could benefit from compensatory education. These agencies also supplied 12 advisors and 9 counsellors, all practicing professionals, to aid in the work. In addition, the Program hired academic and life skills counsellors and supplied psychological testing and the services of a school nurse.

In time, the initial program was modified in various ways. As of the fall of 1972, the Program obtained financial support from the Federal Department of Manpower and Immigration and was renamed The Vocational Preparatory Program. In addition, the Program is funded by the Ministry of Colleges and Universities, Municipal Social and Family Services, and other social agencies. All refer suitable clients to the program.

The Program operates from such locations as a church basement, an ecumenical centre and two community centres, all in the core area of the City of Windsor; two drug rehabilitation farms for young people, and the Provincial Jail. We currently instruct about 250 students. The number of students fluctuates because of continuous intake and outflow. Each location supplies instruction in two areas:

> The academic area which encompasses communication and computational skills.
>
> The life skills area which seeks to enable the student to cope better with the challenges of modern life.

The concepts employed in the classroom, or currently in various stages of development, have been drawn from a Canadian pilot project - The Canada NewStart Program.

From Nova Scotia NewStart Inc., we borrowed the crucial idea of a DACUM system (Developing a Curriculum). The innovation consists of a modular breakdown of the area of instruction, which

allows for a highly individualized prescription distinguishing between a student's existing and needed competencies. Thus, full allowance is made for what a student already knows and what he still needs to learn. In the case of Nova Scotia, this included physical skills since they were primarily concerned with short-range vocational training. To accomplish this end, Nova Scotia NewStart formed a committee of practitioners who evolved a list of requisite competencies.

For our purposes, the same aim called for suitable consultants who had the academic knowledge and teaching experience to isolate the essential (basic) aspects of the subject matter for pragmatic use, from enrichment material which would leave the option to further academic upgrading.

Since education is a provincial responsibility in Canada, and since one of our concerns has been to allow a maximum of flexibility within the program, it seemed desirable to apply the modular breakdown to the prescribed Ontario primary and secondary school curriculum in Mathematics and English. Our concern to follow the prescribed curriculum allows us to adjust a highly individualized program of instruction to a student who has completed some part of the Ontario curriculum within the regular school system, and to retain some assurance that the knowledge he gains within the Program will be directly transferrable to any other Ontario educational institution.

The modular approach as such, allows us to rectify deficiencies apart from questions of grade level achieved, to enrich or to reduce the standard prescription, and to tailor the individual student's curriculum to his stated aims. The last point can be particularly valuable to students who aim

for apprenticeship or other forms of vocational training and who need to attain the essential academic proficiency in as short a time as possible. In addition, we utilize the Saskatchewan NewStart Program in life skills, again adjusted for local conditions. Conceptually, the Life Skills Program is grounded on a wholistic approach to education:

> "Life skills, precisely defined, means problem solving behaviours appropriately and responsibly used in the management of one's personal affairs. As problem solving behaviours, life skills liberate in a way, since they include a relatively small class of behaviours usable in many life situations. Appropriate use requires an individual to adapt the behaviours to time and place. Responsible use requires maturity or accountability. As behaviours used in management of personal affairs, the life skills apply to five areas of life responsibility identified as self, family, leisure, community and job."[10]

The emphasis here is on problem solving in relation to one's overt behaviour. Each individual has experienced, and responded to, a great many of everyday life situations. Some responses are successful (appropriate) and some are not (inappropriate). The life skills course builds on the experiences (responses) of each individual student. Appropriate responses are reinforced and inappropriate responses are analyzed and corrected.

The core of the life skills learning situation is the development of the learning group. No one readily admits that he is not competent or able to cope in certain areas of life. But, in a supportive learning group inappropriate responses can be modified without open confrontation or humiliation.

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[10] Saskatchewan NewStart Inc., Life Skills: A course in Applied Problem Solving, 4th edition, Prince Albert, 1971, p. 17.

The environment must reward appropriate problem solving behaviours and more importantly, not punish inappropriate responses. Rather, the group should be able to examine all responses and contribute to an individual's attempts with new alternates that may be considered and accepted or discarded without bias or threat. Only under these conditions will the individual feel free to experiment in new modes of interaction. Given a sense of mutual trust, he uses the group as a setting in which to develop his skills of self-expression.

The life skills course is global insofar as it allows for a variety of responses to any situation. The cognitive aspect (knowing) involving understanding, recapitulation, or synthesis, indicates a response on the "usual" level to the content of the material under discussion. Life skills then goes one step further in recognizing the value of the affective response (feeling) to content.

> "At the best, expressed feelings open the student to new understandings of those around him, helping him recognize that others have the same fears and uncertainties he has, and yet, manage to function in spite of it."[2]

Finally, the life skills course asks for a psycho-motor response (doing) to content as the "proof of the pudding". This is where all that has been learned comes into play, the point of transition where knowledge as incipient action becomes translated into actual fact. Here, the student applies his problem solving skills. Further, the newly acquired skills must be transferred from the classroom situation to everyday life.

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[2] ibid p. 21

Because each student takes a highly individualized academic program adjusted to his level of knowledge, his vocational or educational aims and his rate of progress, there is a continuous outflow of students who have achieved their current aim. This in turn, permits continuous intake and allows us to accommodate more students per unit time (say the academic year) and classroom space, than the conventional lock-step system would allow.

The qualifications of the staff varies widely, the only criterion for selection being experience, ability and a personality to cope with the special requirements imposed by the assumptions of the Program.

Teaching methodology is, as a matter of policy, left to the discretion of each instructor to allow for individual modes of optium communication. The use of audio-visual and innovative instruction techniques is encouraged within budgetary limitations.

Work is currently under way to evolve a detailed curriculum prescription and evaluation for the two academic areas of instruction and the Life Skills program. In the planning state are detailed prescriptions for a range of vocational needs and academic transfer requirements. The addition of a program in science is contemplated, and a related work activity component has just been introduced.

CHAPTER V

THE CORRECTIONS PROGRAM

A particularly interesting offshoot from the Off-Campus Preparatory Program was a growing involvement with area residents who are in jail. Mr. George Rennie, our corrections specialist, succeeded in gaining permission to instruct inmates in the local jail and to counsel local residents currently in federal penitentiaries as to the college services available to them upon release.

In April of 1972, Outreach Services had arranged for in-prison counselling at various Ontario penitentiaries, aiming to inform prisoners of the facilities offered by St. Clair College and other community colleges. Simultaneously, Mr. George Rennie and Mrs. Judy Fortin, both coaches with the College Preparatory Program, combined forces to instruct prisoners in the Windsor Jail. With the cooperation of the local authorities, three prisoners were offered academic and life skills instruction while serving time in the Windsor Jail. Mr. Rennie assumed the duties of life skills counsellor and Mrs. Fortin supplied the academic instruction on a "correspondence" basis.

The response was overwhelming: within two months, 16 individuals registered for the course. All of them had grade eight education, which in combination with a criminal record, would have made it very difficult for them to compete on the labour market. By July 1972, three of these individuals had achieved senior high school level in mathematics and eight had reached senior high school English. The remainder were for the most part working at the grade 10 level.

A serious difficulty involves prisoners transferred to institutions outside the counties of Essex and Kent, and there-

fore, beyond the jurisdiction of St. Clair College. So far, we have had limited success in arranging for a corresponding service from other community colleges. A second problem involves the accreditation of our graduates for admission to other community college programs. Since each of the twenty Ontario colleges of applied arts and technology are autonomous, it involves individual negotiation in terms of obtaining an opportunity to continue the instruction program in other penal institutions in Ontario through the facilities of the local community college, and the accreditation of graduates for admission to an Ontario community college of the student's choice.

Since difficulties with the law appear to relate closely to alcoholism, and since this sub-culture resists associating with other groups such as Alcoholics Anonymous, a special group was formed, named "The Rounders". The response has been very encouraging.

We have also facilitated the formation of a group of inmates' wives who now arrange for periodic visits to the Kingston Penitentiary. Both projects act as an important factor in rehabilitation and re-integration of former inmates into the productive fabric of society.

Counsellors from our program have been successful in intervening on behalf of prisoners before the court and in a number of cases, sentences were mitigated or suspended because the accused was shown to be engaged in the rehabilitative activities offered by the program.

The above must be seen in the light of the following information:

During 1970, Essex and Kent county jails admitted a total of 3,234 male prisoners and 127 female prisoners.

That same year (the last figures available[1]) the inmates of Federal penitentiaries exhibited the following characteristics:

1) A full 53% of the inmates had grade 8 education or less.

2) 78% of inmates had previous criminal records.

3) 66% of inmates were unemployed.

4) 66% of inmates were 29 years of age or younger.

Assuming that the same conditions apply to prisoners in the two-county area, our work in the corrections field acquires new significance.

With this consideration in mind, we are submitting a Proposal to establish a Centre for Special Concerns which will initially deal with the specific problems posed by prevention programs, pre-trial intervention, current and former inmates of the correctional system and their families[2].

[1] Correctional Institution Statistics, 1970, DBS #85-207, Ottawa 1971.

[2] The basic concepts have been enunciated in G. B. Rennie's Brief on Parole.

CHAPTER VI

THE WALK-IN CENTRE

A crucial facet of our community development program is the Walk-In Centre located in the core area of the City.

The Walk-In Centre is basically conceived as a referral agency and as a community service. As such, it conducts personal interviews by appointment. If time permits, interviews are conducted immediately; needs are outlined, academic/vocational aspirations of clients are clarified and when applicable, related personal difficulties may be explored. Literature on a number of occupations is available for review and presented for the individual's consideration, to be weighed and assessed at this time.

Return-to-school concerns and attitudes regarding past academic endeavours are reviewed. Institutes of learning are located and their curriculum reviewed in relation to interest or intent, thereby supplying information on educational opportunities in this area.

Testing and appraisal of abilities, interests and aptitudes is conducted weekly. Interviews are arranged in the coming week to discuss results and objectives further. The tests serve as a guide and aid in discussing academic and/or vocational objectives: once specific needs have been identified, referral to other community services or agencies best structured to provide assistance to the individual's needs, are made.

In addition, we test for the Department of Labour to determine grade 10 equivalency for individuals who, due to a lack of formal education, do not qualify for apprenticeship training. Similarly, potentital Canada Manpower trainees, or disabled persons, are tested and seen individually by a counsellor in order to acquaint them with the counselling

program, and to offer assistance in making goal directed decisions related to their academic plans, vocational careers and personal or social adjustment. This approach offers real assistance with educational and social problems. At the same time the individual is aided to reach his occupational goals and to choose the most realistic course and goal in terms of experience, abilities, and limitations.

CHAPTER VII

THE TWIN VALLEYS SCHOOL

Another outgrowth of the original project involves Twin Valleys Farm, a foundation for the habilitation of young people who had been involved with the non-medical use of drugs and/or had experienced socio-psychological problems. The Twin Valleys Program was initiated by Mr. George Bullied in September, 1971, with the purchase of a 100-acre farm near Rodney, Ontario.

The Program is receiving financial support from Ontario Social and Family Services and has the use of some ancillary facilities of St. Clair College. Other social agencies, such as After-care Services, Family Court and Children's Aid have also extended support.

Twin Valleys is a centre for youths with disfunctional social, psychological or spiritual conditions. The very fact that these young people have this problem, clearly implies that they are disoriented with respect to their social and natural environment, that they lack a sense of personal identity, practical experiental or academic skills.

The type of student attracted to the Twin Valleys School setting is usually a young person who has withdrawn from the mainstream of society. This withdrawal process takes place at the time of puberty. Its chronic nature is demonstrated by dissatisfaction with, and withdrawal from, social institutions such as the family, the school, and the previously accepted, stable peer group. The family merely becomes the location where the individual can satisfy his survival needs of food, clothing and shelter, as well as his wants. The school becomes non-meaningful, commonly indicated by a drop in grades and problems with authority. The new "alienated" peer group teaches morals, values and goals opposite to those accepted by the mainstream of society (i.e. drugs,

sex). Because of this withdrawal from the norm, the individual is unable to develop the social and psychological skills of the mainstream which are necessary for him to function as a creative member of society.

With the ever growing number of young people who find themselves in such a predicament, it is increasingly important to explore new ways to habilitate these individuals, to give them an opportunity to enter the creative fabric of our society as fully contributing members.

The students reviewed and accepted by Twin Valleys School have remarkable similarities. Without exception, they are all sensitive young adults who find it impossible to deal with frustration and indifference. In every case their expressed self-image and self-concept is poor, and most of their academic and life experiences have reinforced this belief. In every case the regular school system would be inadequate to provide them with an opportunity to achieve success and satisfaction.

Twin Valleys School provides the student with a program designed to enable him to develop the social and psychological skills which are lacking in his life. The school has developed a community setting in which all the social aspects of a community (folkways, mores, rules, roles and relationships) are brought to bear on the interaction of each member of that community. The student thereby learns the rationale and necessity for the various rules which are needed in order to function as a community; he begins to realize the need for the roles necessary for a group of people to live together as a community.

These rules are then filled according to talents, technological and academic training. This social educational process gives the student insights into the relationships between the innate humanness of himself as an individual, the social conditions in which he must live, and his natural environment, all within an ontological framework.

Students come to Twin Valleys School from a variety of sources: their parents, friends, school, interested groups, agencies, etc. In each case: The student has a medical examination and then is tested by the St. Clair College, Walk-In Centre. This gives some indication of his particular talents, his level of academic achievement and technological skill at the time of entrance, and the academic upgrading and skill building required to express his uniqueness as a creative member of society.

The student lives residentially at Twin Valleys School for a trial period of one week to ten days. During this time he receives individual counselling, while joining the academic classes and work patterns of the school. This period gives him the opportunity to evaluate the staff, students and program in terms of satisfying his particular needs, and allows the Twin Valleys community an opportunity to assess the potential member's adaptability to the communal setting.

Many students who are accepted have high school standing upon entrance, but the initial testing process usually discloses blank areas due, in part, to the traditional process of transferring a student from one grade to the next without considering the amount of material he has assimilated in the subjects of the previous grade. The school first fills the blank spots and then instructs at the next grade level.

The Twin Valleys setting offers advantages with respect to meeting individual needs. A student/teacher ratio of approximately 4 to 1 enables students and teachers to know each other better by constant contact all day long. Dividing into learning groups cuts class size down to under ten. This affords the teacher an opportunity to give a great deal of individual attention to each student.

The teaching techniques and learning experiences include: lectures, group discussions, audio-visual utilization, role playing, direct experimentation and manipulation of the environment, as well as practical application of academic information in the work pattern.

The following courses, structured to comply with the specifications set down by the Ontario Ministry of Education, are offered:

Compulsory Subjects

English Language and Literature	4 hrs/week
Mathematics	3 hrs/week
Man and His World	3 hrs/week
Biology	3 hrs/week

Alternate Subjects

Chemistry	3 hrs/week
Physics	3 hrs/week
History	3 hrs/week
Geography	3 hrs/week

The first four subjects in the list are compulsory. The student then chooses three out of the four alternate courses making a total course load of seven credits per year. Over a four-year period this yields the equivalent of the 27 credits necessary for grade 12 standing. The staff thoroughly counsel

each student to determine their long range academic goals. Thus the student is guided to alternate courses which will best enable him or her to fulfill their realistic aspirations.

A wide range of optional courses is also open to the student. These are available for further enhancement of the individual according to his interest.

OPTIONAL COURSES

Yoga	Landscaping
Weaving	Gardening
Carpentry	Small Animal Care
Home Economics	

None are scheduled during classroom time. These courses are informal education experiences which take place during the afternoon work period, in the evening, or on weekends.

In the afternoon, students join the construction crew which is responsible for raising buildings. Here students have the opportunity to learn how to build their own geodesic dome, which can provide economic shelter for them and their family in the future. Female students gain practical experience in home economics by providing and planning meals for up to 30 people at a sitting, as well as caring for the residence. The male students also participate in the kitchen and the upkeep of the home. The girls are free to join in the work pattern wherever their interest takes them, including landscaping, gardening, small animal care, as well as carpentry.

There is no distinction between the morning experiences in the classroom and the afternoon work. The students learned more about trees and land management by spot planting 30,000 white pine and walnut trees, than one could hope to teach in normal classroom

coverage. This is but one example of the application of the academic information. The staff also participates in the afternoon work activities, and quite frequently learns from students who specialize in managing certain areas.

When a student is ready to enter the main campus of St. Clair College (or another post-secondary institution), he is again tested by the Testing and Counselling Unit to confirm his academic standing or the level of his specialized training. Once on campus of St. Clair College, the student receives counselling and individual attention from personnel in the Community Guidance Services Unit, as well as from his particular school at the College.

In the first ten months of operation, the students at Twin Valleys School have built residential accommodations for twelve persons in the form of two geodesic domes which include a classroom, library, living room, dining room and kitchen. In addition, the students built a pump house with classroom and cooking facilities, roads for easy access onto the one hundred-acre farm, hydro, sewage, a small lake stocked with trout, an organic garden and apple orchard, a chicken and duck coop, rabbit cages, and have planted 30,000 trees supplied by the Department of Lands and Forests.

The students cook their own meals, do their own cleaning, run a small commissary, maintain all vehicles in good repair, assist in the administration of Twin Valleys School, and in some cases, become student teachers of any course or craft in which they excel.

During the first year of operation, the students have upgraded themselves an average of two grade levels each. Three of the original group returned to St. Clair College full time in January, and another has joined the labour force.[1]

[1]From Twin Valleys School, A Prospectus.

CHAPTER VIII

C.O.P.E.

From the outset, the concept of community development employed by us required a maximum involvement of other community agencies. It was natural, therefore, to involve various concerned agencies in an attempt to service the needs of the disenfranchised adult. In the spring of 1970, Mr. Garry Countess, Counsellor for the Windsor Canada Manpower Centre, found that some adequately trained individuals found it very difficult to obtain or to keep jobs. This original insight led to the implementation of an Employment Preparation course in February, 1971, under the auspices of the Canada Manpower Centre, St. Leonard's House (a half-way house for past offenders) and St. Clair College.

One important concern of St. Leonard's House was to obtain suitable employment for the men in residence. By February, 1971, the St. Leonard's House Newsletter announced:

> "An Employment Preparation Course! This is what has been so desperately needed for most of our men. Finally, we are ready to launch a 2-week course on "How To Get A Job" under the sponsorship of the Windsor Canada Manpower Centre. The course is going to include intensive and extensive assessment of capabilities and the results may often indicate further schooling and training instead of direct placement in a job. We are particularly appreciative of the sponsorship of Canada Manpower Centre and of the cooperation and active involvement assured from St. Clair College Adult Counselling Centre. A pilot project which could have significance and ramifications right across the country. The course terminates on the note of How To Keep A Job. The course will be evaluated along every step of the way and will hopefully lead to increasingly effective efforts in the future."

Simultaneously, the Canada Manpower Centre issued a course outline as follows:

> "This employment preparation course is designed to help people who have been unemployed for a long period of time, who have never had a job, or who have had only jobs of short duration (e.g. youth, drug abusers, ex-cons). Its

> aim is to help provide them with the confidence, motivation and skills that will enable them to find and keep a job. In other words, it will help give a person a goal, a means of reaching the goal and a big push to get his motor started....
>
> The course is divided into three segments: Assessment - How To Find A Job, and How To Keep A Job. The assessment section is designed to answer this question: What has the person got going for him? At first glance, most of these people look pretty helpless, but I am sure that a few positive points for them can be found and fed back to them.
>
> This section will also help answer the questions: What jobs can I do now? What jobs could I do with training?
>
> The segment on How to Find A Job, will teach the person interview skills, how to fill out an application form, get by a receptionist, etc., and will give him a chance to practice these skills. It is the goal of this section for each person to develop a list of 25 possible employers and hopefully the confidence to go out on their own and approach these people for jobs.
>
> How To Keep A Job is designed to enhance a person's chances for survival on the job. To so many of the people for whom this course has been designed, the world of work is as foreign as the world of the Australian bushman is to us. They need to be taught how to survive in this world." [1]

The course was conducted in Windsor's St. Leonard's House during April and May of 1971, with 16 students. At the conclusion, 10 students had secured employment at Chrysler of Canada and the consensus was favourable to continue the project in a revised form. It was recommended that specific jobs be selected in cooperation with employees and class instruction be alternated with simulated work experience. A second recommendation involved counselling of graduates during the first few months of actual employment.

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[1] Quoted by G.K. Lewis, A Community Development Approach To Creating A Work Orientation & Preparation Course For Disenfranchised Adults, Windsor, 1972.

By October, 1971, the course had been modified by Mr. J.C. Conlin of St. Leonard's House as follows:

> "Our focus at St. Leonard's House is basically to teach our residents when and how they should be self-reliant; how to secure and maintain employment; how to become financially independent; the need to be, and how to show concern for others; how to develop lasting interpersonal relationships, and generally, how to succeed in contemporary society. To reach this end, our program is individualized to as great a degree as possible, and reflects an awareness of the varying levels of growth and individual needs of each resident."[2]

By January, 1972, the course was again revised to benefit from past experience:

> "Throughout the course, observational data is recorded on each individual with regard to his general attitude, participation, motivation, work habits and performance. Prospective employers are provided with an evaluation, stating the degree of probability of suitable work performance. Although initially designed solely for the residents of St. Leonard's House, the material contained in this course is now relevant to any individual who has experienced difficulty in securing and maintaining employment, and whose lack of life skills has been an impediment in becoming successful."

EXPLANATORY NOTES:

The course has been extended from 19 days to 29 days and the schedule altered for the following reasons:

a) In the November course, scheduling, particularly in life skill areas, proved to be extremely demanding on participants, most of whom were incapable of intensive concentration over a period of many hours. Consequently, the days have been shortened to provide a more suitable atmosphere for the average participant, and to allow the maximum benefit from each session.

b) On the other hand, work periods have been extended to allow a more accurate assessment of work habits and abilities.

c) As well, in the initial course, because of demands made on staff by the schedule, sufficient time was not permitted to individual's experiencing difficulty in keeping up with the course. Generally speaking, there was not sufficient time allowed to spend with all individuals, and these problems have been rectified by the extension.

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[2] Ibid

WORK PERIODS:

Three days in each 6-day week are set aside for work. Initially, various manual tasks are assigned. As time progresses, participants become more and more involved in determining these tasks. All work periods are carefully supervised, and observations recorded. The purpose here is to assess:

a) how the person works

b) his ability to persist at a task

c) his ability to follow directions; and

d) the amount of supervision

At selected intervals, the supervisor makes severe demands on the worker in order to determine the individual's level of frustration tolerance - given the fact that this normally occurs in a job situation. Throughout the course, time is set aside for evaluating the work periods. This is done both individually and in groups by the supervisor. As time progresses, self-evaluation and self-criticism are implemented in the process of learning desirable work habits.

DISCUSSIONS:

Discussion groups of four are carefully selected on the basis of age, intelligence, need and level of intellectual, emotional and social growth.

LECTURES:

Lectures contain a simple presentation of the subject, geared to the average intelligence range. These presentations not only instruct, but stimulate discussions.

HOT SEAT SESSIONS:

These sessions have been instituted to encourage participants to verbalize their feelings and to illustrate to the participants the advantage of constructive criticism.

OPERATION SPACE TOWER (Video Taped)

Space Tower is a game that requires the participants to work as a team to reach a common goal. Several teams compete with one another. Each team has to design a space tower according to certain general specifications, and they are given a pay schedule informing them how they will be able to make money on the construction of the tower. The idea is to make as much money as possible from the several alternatives allowed by the pay schedule.

> The game is reality oriented in that the alternatives indicate "choice" and "possibility". The idea of a pay schedule should be a motivation to do the best job possible for the maximum benefit in the shortest period of time. This game allows us to assess such variables as the participant's ability:
>
> a) to cope with stress
>
> b) to interpret and follow instructions
>
> c) to co-operate with others; and
>
> d) to tolerate frustration
>
> These factors will indicate the general level of leadership ability."[3]

Funds were secured through a local Initiatives Program Grant permitting three consecutive courses involving 20 students and a staff of seven for 48-hour weeks. Participants were carefully screened from those referred by seven different agencies and were paid $1.65 per hour.

Ages varied from 17 to 46. At the end of the first course, ten individuals had obtained full time employment; 3 had enrolled at St. Clair College: 3 were re-admitted to the next C.O.P.E. program and four were seeking work.

> "By looking at the list of agencies participating in the program, one can sense the impact that this must be having on the participants:
>
> 1) Windsor Credit Counselling Service
> 2) Canada Manpower Centre
> 3) University of Windsor
> 4) National Parole Service
> 5) The Inn of Windsor
> 6) St. Leonard's House
> 7) Department of Correctional Services
> 8) Adult Probation

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[3] J.C. Conlin as quoted by G.K. Lewis, A Community Development Approach to Creating A Work Orientation & Preparation Course For Disenfranchised Adults, Windsor, 1972.

9) John Howard Society
10) St. Clair College of Applied Arts & Technology
11) Unemployment Insurance Commission
12) Ontario Health Services
13) Windsor District Labour Council
14) Windsor Social Service
15) Chrysler Canada Ltd.

Perhaps this is the first time these people were shown that government agencies and industry are aware of them and of their problems.

By offering this new approach to community involvement, C.O.P.E. is meeting basic community needs not met by existing social agencies. By placing the participants on a one-to-one relationship with these social agencies, the individual is able to view the "system" from a totally different perspective. This is the major key to individual attitude change. The participants are provided with a unique opportunity whereby representatives of the various agencies (which play a large role in their lives) can be questioned in an informal and relaxed setting totally alien to them before.

The course is unique in that it utilizes the immediate resources available. Creating a formal institutional setting would only set C.O.P.E. apart from the very people it is trying to help. By remaining flexible to their needs, it becomes more facilitative in approach.

At present, there is no duplication of efforts with other agencies. C.O.P.E. answers needs that have not been dealt with before in this manner. It has made a slow integration into the community experiencing none of the problems that change so often brings about. To date, C.O.P.E.'s public relations and community awareness has been achieved by osmosis, not by a deliberate campaign."[4]

At present, the course is funded through three levels of government - Municipal, Provincial and Federal, each contributing a pro-rated share under the auspices of the Canada Assistance Plan.

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4 From N. Reynolds, C.O.P.E.

CHAPTER IX

PLANNING AND EVALUATION

Engaging in community development projects requires some understanding of the areas of need and indications as to the effectiveness of the work being done. The Planning and Evaluation component of the Program is charged with these two broad areas of responsibility and related concerns.

The planning component of any project is amorphous at best. It is a continuous process which does not yield easily demonstrable results, but only comes to fruition through the success or failure of an applied program which lends itself to having its functions quantified and enumerated. Suffice it to say that we undertook a preliminary social audit in terms of limited demographic, economic and social surveys in order to establish priorities and to clarify possibilities toward affirmative action.

By the same token, the evaluation component is a continuous feedback on the success or failure of the various components of the community development program. A more easily demonstrable effect of this work are the publications intended to inform colleagues of our work, to suggest approaches which were helpful to us and to point out pitfalls which we encountered - in short, to share our experience.

CHAPTER X

OUTREACH SERVICES

In the meantime, the vehicle purchased in the summer of 1971 continued to expand into new areas of community need. It was a re-affirmation of the College's responsibility to all of Essex and Kent counties. Rather than being limited to the College's campuses at Windsor and Chatham, the vehicle reached into the community.

The main function of Outreach Services is to promulgate the synergistic effect of our philosophy within and beyond the boundaries of the City of Windsor. As such, we visited the cities and towns of the two counties and:

1) Researched needs for the Off-Campus College Preparatory Program, prepared rationale and implemented the program through the following sponsoring agencies:

   Black Heritage Club
   Canada Manpower Centre
   Roman Catholic Children's Aid Society
   Protestant Children's Aid Society
   Crossroads Human Growth Community Inc.
   East Windsor Citizens' Committee
   New Beginnings (Essex County)
   St. Leonard's House
   The Inn of Windsor
   Windsor West Indian Association

2) Identified need for the program for graduates of Adult Retraining English As A Second Language, who may or may not be employed after graduation but require academic language skills. Over 100 candidates were referred to the School of Continuing Education.

3) Arranged for workshop seminars on Outreach philosophy.

4) Acted as a support service for the developing Thames Campus of St. Clair College at Chatham, Ontario

5) Identified and categorized specific needs to be met by the College in communities outside of Windsor.

6) Encouraged, assisted and developed innovative approaches such as the St. Leonard's "Employment Preparation Course" which developed into C.O.P.E., Crossroads

6) Human Growth "Re-entry Plan" and the Twin Valleys School.

7) Conducted extensive vocational and educational testing and counselling for the College and Canada Manpower Centre.

8) Established liaison between St. Clair College Adult Education facilities and local industries.

9) Co-ordinated dispersal of newly acquired community data to appropriate agencies:

Provincial Secretary - Citizenship Branch and Community Development Branch

Department of Education, Youth and Recreation Branch

Federal Department of the Secretary of State

Department of Correctional Services

Department of Labour

National Parole Board

Local Social Service Agencies

10) Initiated contacts with local minority groups such as the German speaking Mexican Mennonites of the Leamington area, the Delaware's settlement at Moraviantown, the Windsor West Indian Association, the Metis and Non-Status Indian Association and the Indian Friendship Centre.

11) Counselled local residents currently in federal penitentiaries on the educational, employment and housing services available to them upon release.

12) Initiated dialogue to coordinate educational services and transfer credits among Loyalist College in Belleville, St. Lawrence College in Kingston, and St. Clair College in Windsor for inmates currently in federal penitentiaries.

13) Established liaison with citizens' committee organizations in the area.

14) Helped establish neophyte organizations to bring over $500,000.00 revenue into Essex and Kent counties.

The College has committed close to $1,000,000. in further funds to finance the Vocational Preparatory Program.

In effect, then, Outreach serves:

1) as a social animator for the two counties.

2) as a sensor of community needs which were not previously apparent.

3) as a counselling service agency for those who seek educational or vocational opportunities which can be facilitated by the College.

4) as a facilitator for current college programs, and

5) as an outpost of St. Clair College in the towns and rural areas of Essex and Kent.

It is quite apparent that we have only scratched the surface of the community work to be done. We are no closer to final answers or to ultimate solutions, but we are proud of what we have accomplished in just over one year and look forward to the challenges of the future.

CHAPTER XI

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